Handouts

Principle 1 ::: Table of Contents

SPECIAL INSTRUCTIONS FOR PRINTING HANDOUTS TO PHOTOCOPY
Whenever pages from the ECR 3-5 Literacy Training curriculum will be photocopied in black-and-white for distribution to participants, the master pages must be printed in black-and-white. DO NOT PHOTOCOPY A COLOR PAGE. PHOTOCOPYING A COLOR PAGE WILL NOT PRODUCE THE BEST QUALITY DOCUMENT. To create the best masters for photocopying, check your printer options and set it for black-and-white output, or notify your printing company (AEA, local print shop, Kinko's or other quick-printer) to set the output options for black-and-white-only printing.

3-5 yrs READING
Every Child Reads

Participant Profile

Reading Outcomes

Participant's Name _____ **Date** _____

Mark "yes" or "no" for each statement by placing an X in the correct column. If you mark "yes," please complete the next column: "How often or how many times each day?"

Reading Outcomes			How many times each day?		
			Sometimes	*Most times*	*All*
1. I read books that match children's ages and/or interest levels.	Yes	No	1 - 2	3 - 4	5+
2. I read non-fiction books to children. (books that describe fact, real-life objects, or real-life events)	Yes	No	1 - 2	3 - 4	5+
3. I read predictable books to children. (books that have the same phrase or sentence repeated, such as: "Brown Bear, Brown Bear, what do you see?")	Yes	No	1 - 2	3 - 4	5+
4. BEFORE I read aloud a book to children:					
4.1 I read the title of the story.	Yes	No	1 - 2	3 - 4	5+
4.2 I read the author of the story.	Yes	No	1 - 2	3 - 4	5+
4.3 I read the illustrator of the story.	Yes	No	1 - 2	3 - 4	5+
4.4 I preview the story or tell what the story is about.	Yes	No	1 - 2	3 - 4	5+
4.5 I talk about any new words in the story.	Yes	No	1 - 2	3 - 4	5+
4.6 I connect the story to a real-life experience or event.	Yes	No	1 - 2	3 - 4	5+
4.7 I suggest a reason for children to listen to the story.	Yes	No	1 - 2	3 - 4	5+
5. DURING reading of a book:					
5.1 I point to the pictures.	Yes	No	1 - 2	3 - 4	5+
5.2 I ask children to predict what will happen next.	Yes	No	1 - 2	3 - 4	5+
5.3 I ask questions about the story.	Yes	No	1 - 2	3 - 4	5+
5.4 I answer children's questions about the story.	Yes	No	1 - 2	3 - 4	5+
6. AFTER reading a book:					
6.1 I ask children questions about the story.	Yes	No	1 - 2	3 - 4	5+
6.2 I have children complete sentences about the story.	Yes	No	1 - 2	3 - 4	5+
6.3 I talk about the story, relating it to children's experiences.	Yes	No	1 - 2	3 - 4	5+
7. I plan and set-up props for children (puppets, dress-up clothes, flannel board characters, etc.) to use and practice retelling stories from books I read.	Yes	No	1 - 2	3 - 4	5+

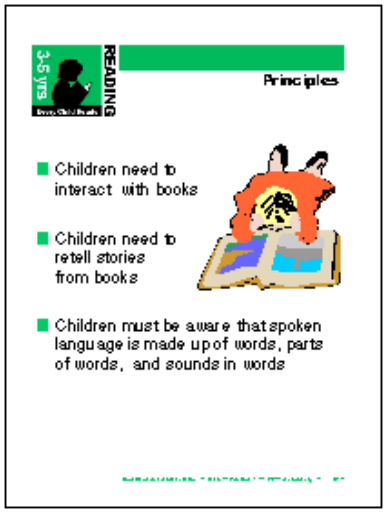
Continued on next page...

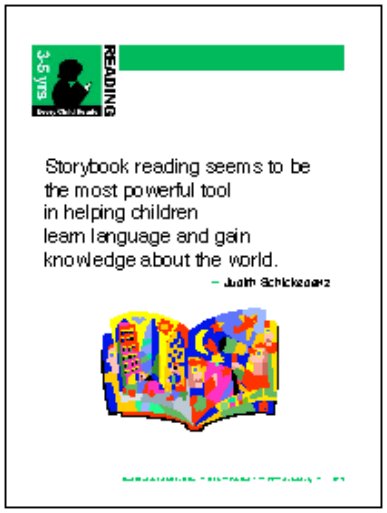
Participant Profile

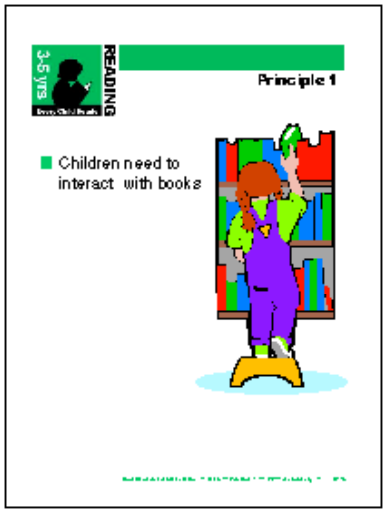
Reading Outcomes (continued)			How many times each day?		
			Sometimes	*Most times*	*All*
8. I plan and do awareness-of-words activities:					
8.1 I read aloud nursery rhymes and rhyming books.	Yes	No	1 - 2	3 - 4	5+
8.2 I have children say and chant nursery rhymes.	Yes	No	1 - 2	3 - 4	5+
8.3 I describe or name the rhyming words for children.	Yes	No	1 - 2	3 - 4	5+
8.4 I have children fill in words at the end of sentences	Yes	No	1 - 2	3 - 4	5+
while reading books, saying nursery rhymes, or singing	Yes	No	1 - 2	3 - 4	5+
songs.	Yes	No	1 - 2	3 - 4	5+
	Yes	No	1 - 2	3 - 4	5+
9. I plan and do awareness of parts of words (syllables) activities:					
9.1 I have children clap and chant part of the word or syllables when saying nursery rhymes and singing songs.	Yes	No	1 - 2	3 - 4	5+
9.2 I segment words for children by saying parts of compound or multi-syllable words and have them blend the parts together (puzzle words).	Yes	No	1 - 2	3 - 4	5+
10. I plan and do awareness of sounds in words activities:					
10.1 I have children stretch out sounds in words. (The cow jumped over the mo-o-o-on.)	Yes	No	1 - 2	3 - 4	5+
10.2 I have children say several words with the same beginning sounds when reading books, saying rhymes, or singing songs.	Yes	No	1 - 2	3 - 4	5+
10.3 I have children listen for words that begin with the same sound.	Yes	No	1 - 2	3 - 4	5+

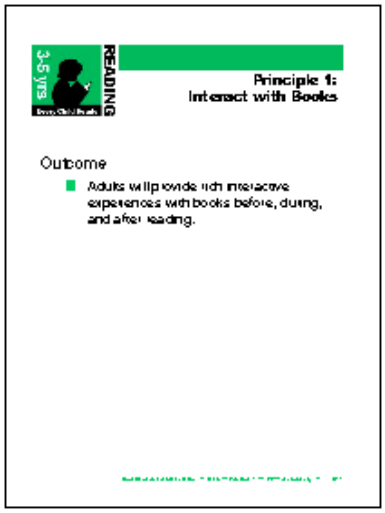
Thank you for completing this form. Please return this form to your trainer.

PPT/Transparency Notes

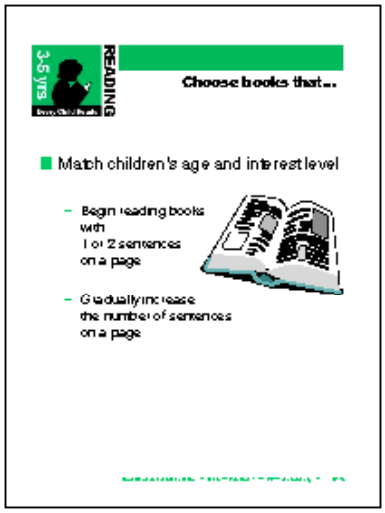







3-5 yrs
READING
Principle 1:
Interact with Books
Outcome
Adults will provide rich interactive experiences with books before, during, and after reading.


3-5 yrs
READING
Principle 1:
Interact with Books
Iowa Early Learning Standard
Children engage in early reading experiences.
Iowa Early Learning
Benchmarks
Children will show an interest and enjoyment in listening to books and will attempt to read familiar books.
Children will demonstrate comprehension of a book.


3-5 yrs
READING
Choose books that...
Match children's age and interest level
Begin reading books with 1 or 2 sentences on a page
Gradually increase the number of sentences on a page

Selecting Books

- Select both fiction and nonfiction
  - Fiction: Books that tell an invented story
  - Nonfiction: Books that tell about real things or people and/or give facts
  - Read both kinds of books to children

Include Predictable Books

- Predictable books have an easily identifiable pattern in the story or sentence structure
- Example

Brown Bear,
Brown Bear,
What do you see?
I see a _____ looking at me.

Selecting Books

- Rich interactive experiences with books
  - BEFORE reading
  - DURING reading
  - AFTER reading

BEFORE Reading Strategies

1. Read the title, author, and illustrator's names
2. Predict what will happen in the story
3. Preview the story
4. Introduce vocabulary words
5. Connect the story to real-life experiences
6. Give children a reason to listen

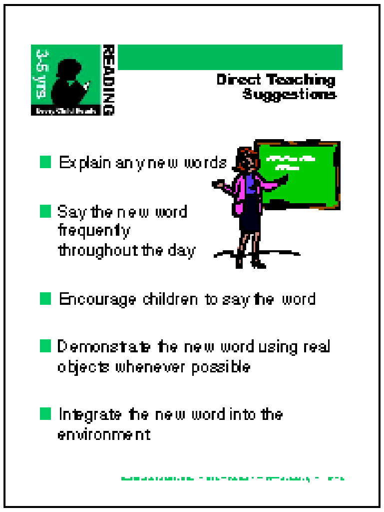
Direct Teaching Suggestions

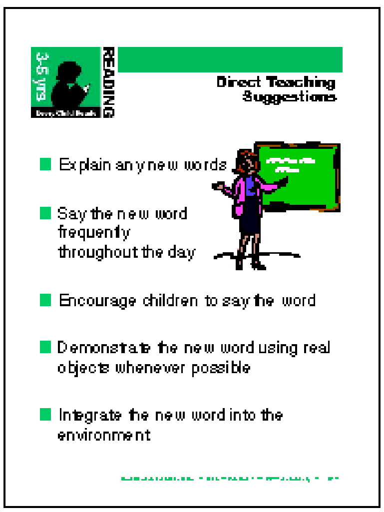
- Explain any new words
- Say the new word frequently throughout the day

- Encourage children to say the word
- Demonstrate the new word using real objects whenever possible
- Integrate the new word into the environment

Teaching New Words

- When reading to children…
  - Define the new word and explain how it is used in the story
  - Demonstrate what the new word means
  - Repeat the new word often
  - Encourage children to say the new word often
  - Use the new word often throughout the day


3-5 yrs
READING
Direct Teaching Suggestions
Explain any new words
Say the new word frequently throughout the day
Encourage children to say the word
Demonstrate the new word using real objects whenever possible
Integrate the new word into the environment


3-5 yrs
READING
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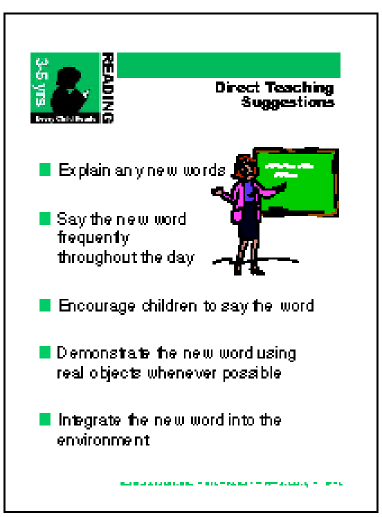
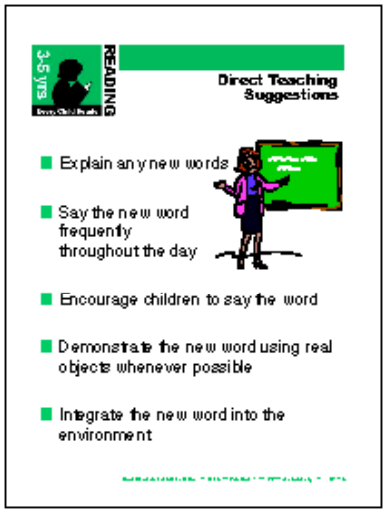
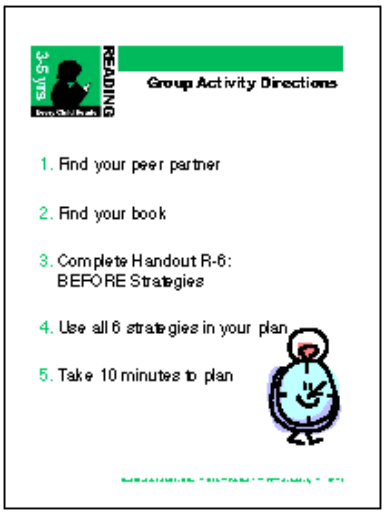
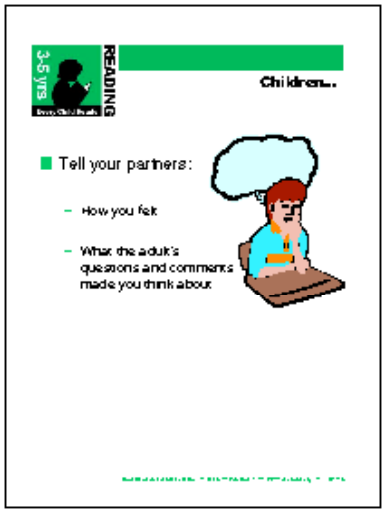
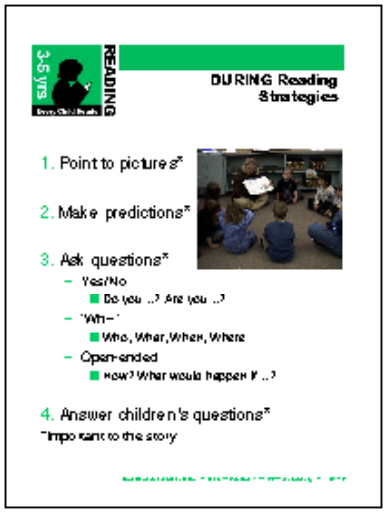
Demonstrate the new word using real objects whenever possible
Integrate the new word into the environment

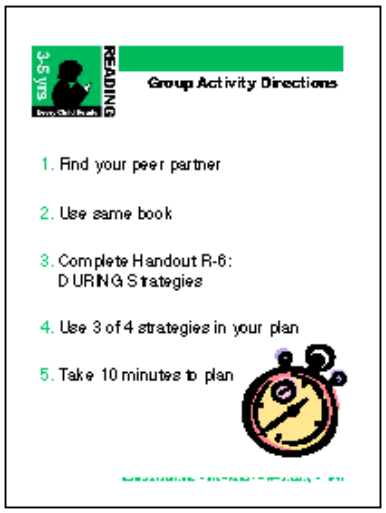

3-5 yrs
READING
Direct Teaching Suggestions
Explain any new words
Say the new word frequently throughout the day
Encourage children to say the word
Demonstrate the new word using real objects whenever possible
Integrate the new word into the environment

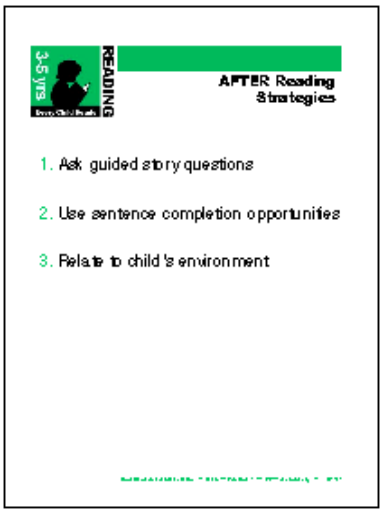

READING
Direct Teaching Suggestions
Explain any new words
Say the new word frequently throughout the day
Encourage children to say the word
Demonstrate the new word using real objects whenever possible
Integrate the new word into the environment


READING
Group Activity Directions
1. Find your peer partner
2. Find your book
3. Complete Handout R-6: BEFORE Strategies
4. Use all 6 strategies in your plan
5. Take 10 minutes to plan


READING
Children...
Tell your partners:
How you felt
What the adult's questions and comments made you think about

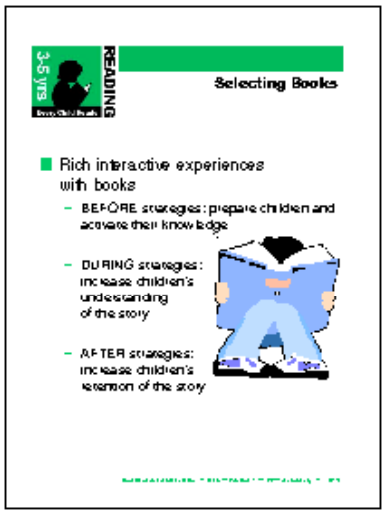

3-5 yrs READING
DURING Reading Strategies
1. Point to pictures*
2. Make predictions*
3. Ask questions*
– Yes/No
■ Do you ...? Are you ...?
– "Wh–"
■ Who, What, When, Where
– Open-ended
■ How? What would happen if ...?
4. Answer children's questions*
*Important to the story

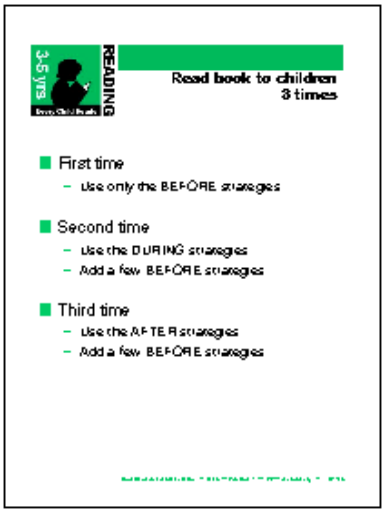

3-5 yrs READING
Group Activity Directions
1. Find your peer partner
2. Use same book
3. Complete Handout R-6: DURING Strategies
4. Use 3 of 4 strategies in your plan
5. Take 10 minutes to plan

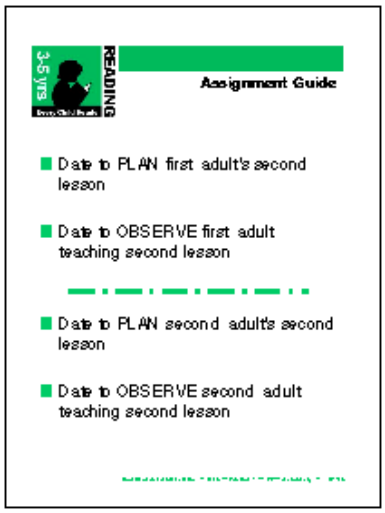

3-5 yrs READING
AFTER Reading Strategies
1. Ask guided story questions
2. Use sentence completion opportunities
3. Relate to child's environment

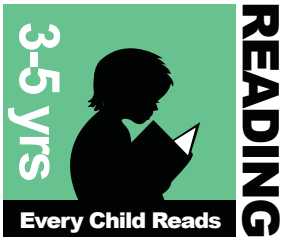

3-5 yrs READING
Group Activity Directions
1. Find your peer partner
2. Use same book
3. Complete Handout R-6: AFTER Strategies
4. Use all 3 strategies in your plan
5. Take 10 minutes to plan


3-5 yrs READING
Children...
Tell your partners:
- How you felt
- What the adult's questions and comments made you think about


3-5 yrs READING
Selecting Books
Rich interactive experiences with books
- BEFORE strategies: prepare children and activate their knowledge
- DURING strategies: increase children's understanding of the story
- AFTER strategies: increase children's retention of the story


3-5 yrs
READING
Read book to children 3 times
First time
Use only the BEFORE strategies
Second time
Use the DURING strategies
Add a few BEFORE strategies
Third time
Use the AFTER strategies
Add a few BEFORE strategies


3-5 yrs
READING
Assignment Guide
Date to PLAN first adult's second lesson
Date to OBSERVE first adult teaching second lesson
Date to PLAN second adult's second lesson
Date to OBSERVE second adult teaching second lesson



Books for Young Children

Predictable rhyming books

Aardema, V. (1981). *Bringing the rain to Kapiti Plain.* New York: Dial Books.

Ahlberg, J. A. (1978). *Each peach pear plum.* New York: Viking.

Alborough, J. (1992). *Where's my teddy.* Cambridge: Candlewick Press.

Bonnie, R. (1961). *I know an old lady.* New York: Scholastic.

Bunting, E. (1994). *Flower garden.* San Diego: Harcourt Brace.

Cameron, P. (1961). *I can't said the ant.* New York: Coward, McCann & Geoghegan.

Degan, B. (1983). *Jamberry.* New York: Harper Collins.

Fleming, D. (1993). *In the small, small pond.* New York: Henry Holt & Company.

Hoberman, M. A. (1978). *A house is a house for me.* New York: Viking.

Kraus, R. (1970). *Whose mouse are you?* New York: Macmillan.

Seuss, Dr. (1965). *Fox in socks.* New York: Random House.

Trapani, I. (1993). *The itsy bitsy spider.* Danvers, Massachusetts: Whispering

Repeating phrase or sentence books

Allen, P. (1982). *Who sank the boat?* New York: The Trumpet Club.

Arno, E. (1970). *The gingerbread man.* New York: Scholastic.

Campbell, R. (1982). *Dear zoo.* New York: The Trumpet Club.

Galdone, P. (1970). *The three little pigs.* New York: Seabury Press.

Galdone, P. (1975). *The little red hen.* New York: Scholastic.

Langstaff, J. (1984). *Oh, a-hunting we will go.* New York: Atheneum.

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Martin, B. (1967). *Brown bear, brown bear, what do you see?* New York: Holt, Rinehart & Winston.

Piper, W. (1954). *The little engine that could.* New York: Platt & Munk.

Polushkin, M. (1978). *Mother, mother, I want another.* New York: Crown.

Raffi. (1989). *Everything grows.* New York: Crown Publishers, Inc.

Sendak, M. (1962). *Chicken soup with rice.* New York: Harper & Row.

Seuling, B. (1976). *Teeny-tiny.* New York: Viking.

Familiar sequences books

Bang, M. (1983). *Ten, nine, eight.* New York: Scholastic.

Barton, B. (1991). *The three bears.* New York: Harper Collins.

Baum, A., and Baum, J. (1962). *One bright Monday morning.* New York: Random House.

Brown, M. W. (1947). *Goodnight moon.* New York: Harper & Row.

Burningham, J. (1975). *The blanket.* New York: Crowell.

Carle, E. (1969). *The very hungry caterpillar.* New York: Philomel.

Carle, E. (1977). *The very grouchy ladybug.* New York: Harper Collins.

Carle, E. (1984). *The very busy spider.* New York: Philomel.

Cowley, J., & Melser, J. (1980). *Mrs. Wishy-Washy.* Auckland, New Zealand: Shortland Publications, Ltd.

Flack, M. (1932). *Ask Mr. Bear.* New York: Macmillan.

Fleming, D. (1993). *In the small, small pond.* New York: Henry Holt.

Fox, M. (1986). *Hattie and the fox.* New York: Aladdin.

Hill, E. (1980). *Where's spot.* New York: G. P. Putnam's Sons.

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Hutchins, P. (1974). *The wind blew.* New York: Macmillan.

Hutchins, P. (1968). *Rosie's walk.* New York: Macmillan.

Kalan, R. (1981). *Jump, frog, jump!* New York: Scholastic.

Kasza, K. (1987). *The wolf's chicken stew.* New York: The Trumpet Club.

Keats, E. J. (1971). *Over in the meadow.* New York: Scholastic.

Lewison, W. C. (1992). *Buzzzz said the bee.* New York: Scholastic.

Mack, S. (1974). *10 bears in my bed.* New York: Pantheon.

Neitzel, S. (1989). *The jacket I wear in the snow.* New York: Greenwillow.

Nodset, J. (1963). *Who took the farmer's hat?* New York: Scholastic.

Root, P. (1998). *One duck stuck.* Cambridge, MA: Candlewick.

Slobodkina, E. (1940). *Caps for sale.* New York: Harper Trophy.

Trapani, I. (1993). *The itsy bitsy spider.* San Diego: Harcourt Brace Jovanovich, Publishers.

Wood, A. (1984). *The napping house.* New York: Scholastic.

Wood, A. (1992). *Silly Sally.* New York: Scholastic.

Van Allsburg, C. (1987). *The Z was zapped.* Boston: Houghton Mifflin.

Fiction book list

Aylesworth, J. (1995). *Old Black Fly.* New York: Henry Holt.

Brett, J. (1990). *The Mitten.* New York: Scholastic.

Christelow, E. (1989). *Five Little Monkeys Jumping on the Bed.* Washington D.C.: Clarion.

Cowen-Fletcher, J. (1996). *Mama Zooms.* New York: Scholastic.

Cronin, D. (2003). *Giggle, Giggle, Quack.* New York: Scholastic.

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Books for Young Children

Dragonwagon. C. (1989). *Alligator Arrived with Apples: A Potluck Alphabet Feast.* Washington D.C.: Clarion.

Ehlert, L. (1990). *Color Farm.* New York: HarperCollins.

Feiffer, J. (2000). *Bark, George.* New York: HarperCollins.

Fleming, C. (2000). *Muncha! Muncha! Muncha!* New York: Simon and Schuster.

Fox, M. (1993). *Time for Bed.* Fairbanks, AK: Gulliver Books.

Freeman, D. (1976). *Corduroy.* New York: Puffin Books.

Guarino, D. (2004). *Is Your Mama a Llama?* New York: Scholastic.

Hobbie, H. (2000). T*oot and Puddle's ABCs.* New York: Little, Brown.

Keats, E. J. (1981). *The Snowy Day.* New York: Puffin Books.

Kraus, R. (1990). *Leo the Late Bloomer.* Norwalk, CT: Weston Woods.

Lionni, L. (1989). *Swimmy.* New York: St. Martin's.

Lionni, L. (1996). *It's Mine.* New York: Dragonfly.

Numeroff,L. J. (1996). *If You Give a Mouse a Cookie.* New York: HarperTrophy.

Rathmann, P. (2000). *Good Night, Gorilla.* New York: G.P.Putnam's Sons.

Reiser, L. (1996). *Margaret and Margarita.* New York: Rayo.

Shannon, D. (2002). *Duck on a Bike.* New York: Blue Sky Press.

Stickland, P. & Stickland, H. (2002). *Dinosaur Roar.* New York: Puffin Books.

Van Allsburg, C. (1998). *The Z was Zapped.* New York: Houghton Mifflin.

Yolen, J. (2003). *How Do Dinosaurs Say Goodnight?* New York: Blue Sky Press.

Books for Young Children

Nonfiction book list

Asch, F. (1995). *Water.* New York: Voyager Books.

Bunnett, R. (1995). *Friends at School.* New York: Scholastic.

Canizares, S. (1998). *Jobs.* New York: Scholastic.

Canizares, S. (1998). *Two Can Do It.* New York: Scholastic.

Canizares, S. (1998). *Water.* New York: Scholastic.

Chanko, P. (1998). *Baby Animals Learn.* New York: Scholastic.

Chanko, P. (1998). *Markets.* New York: Scholastic.

Chessen, B. (1998). *Thank You.* New York: Scholastic.

Cowley, J. (2000). *Red-Eyed Tree Frog.* New York: Scholastic.

Crews, D. (1989). *Flying.* New York: HarperTrophy.

Crews, D. (1991). *Truck.* New York: HarperTrophy.

Crews, D. (1993). *School Bus.* New York: HarperTrophy.

Crews, D. (1995). *Ten Black Dots.* New York: HarperTrophy.

Crews, D. (1992). *Freight Train.* New York: HarperTrophy.

Dotlich, R. (1999). *What is Round?* New York: HarperFestival.

Ehlert, L. (1991). *Red Leaf, Yellow Leaf.* San Diego: Harcourt.

Fleming, D. (1995). *In the Tall, Tall Grass.* New York: Henry Holt.

Hoban, T. (1995). *26 Letters and 99 Cents.* New York: HarperTrophy.

Hoban, T. (1996). *Shapes, Shapes, Shapes.* New York: HarperTrophy.

Hoban, T. (1987). *I Read Signs.* New York: HarperTrophy.

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Hutchings, A. & Hutchings, R. (1994). *Picking Apples and Pumpkins.* New York: Scholastic.

Jenkins, S. (1997). *Biggest, Strongest, Fastest.* Boston: Houghton Mifflin.

Jenkins, S. (2003). *What Do You Do With a Tail Like This?* Boston: Houghton Mifflin.

Marzollo, J. (1999). *I am Water.* New York: Scholastic.

Morris, A. (1993). *Bread, Bread, Bread.* New York: HarperTrophy.

Morris, A. (1993). *Hats, Hats, Hats.* New York: HarperTrophy.

Morris, A. (1994). *On the Go.* New York: HarperTrophy.

Morris, A. (1999). *Shoes, Shoes, Shoes.* New York: HarperTrophy.

Pelligrini, N. (1991). *Families are Different.* New York: Holiday House.

Robbins, K. (2003). *Autumn Leaves.* New York: Scholastic.

Winter, J. (1994). *Diego.* New York: Dragonfly Books.

Wu, N. (1997). Fish Faces. New York: Henry Holt.

Strategies to . . .

Create Interactions with Books

AFTER A BOOK HAS BEEN SELECTED, a variety of strategies can be used to create interactions with one child or several children while reading a story. Interestingly enough, the same strategies used to increase or expand language skills may be used with increasing story interactions for children. The three strategies include using before, during, and after interactions with children.

Strategies to use BEFORE reading books

Before reading a book, children need to have parents and teachers help them activate prior knowledge of people, places, and things that they will hear about when listening to the book. Also, adults need to help children build background knowledge that they currently do not have so they can understand the story (Strong & North, 1996). Engaging children in activities before an adult reads a book provides a "warm-up" time much like any physical activity of pitching a ball or running a race. Rather than getting a pitching arm ready to pitch or legs ready to run, the child is getting his or her brain ready to think. Therefore, before a story is read to a child, the parent or teacher may prepare the child for reading a book using six strategies listed below. These strategies do not necessarily have to be used in this order.

Read the title, author, and illustrator's names. Introduce the book by reading the title, author, and illustrator's names. Reading the title prepares the child to categorize the topic of the book by giving a hint about the content of the book. Naming the author helps the child understand that writing is another part of reading. Naming the illustrator calls attention to the importance of pictures or photos and how illustrations can provide clues to help children understand the story.

Predict what will happen in the story. After reading the title and showing the cover of the book to the child, the adult may predict what the story is about or ask the child to predict what the story is about (Davey, 1983). The adult may want to show the children a few of the illustrations in the book and ask, "What do you think will happen in this book?" The adult may need to model aloud his or her ideas for predicting what the story is about for younger children or for those needing more assistance. For example, the adult may want to expand on the title of the book by saying, "When I hear the title of this book, it makes me think about… *(share an experience the children may relate to from their own experiences)."*

Strategies to . . .

Create Interactions with Books

Preview the story. The adult may choose to review the story for the child just before reading the book to assist the child in organizing prior knowledge. Previewing the story means giving a brief summary. Usually, the main character(s) is named, the character's problem is identified, and the character's attempt to solve the problem is portrayed as a question. Previewing the book gives a quick overview to activate the child's background knowledge and a 'hook' to guide the brain in identifying certain criteria. For example, an adult may preview the book *The Very Hungry Caterpillar* by Eric Carle by saying, "This book is about a very hungry caterpillar who finds some food to eat. What do you think the caterpillar will eat?"

Introduce vocabulary words. The adult should introduce any words that might be new to the children or that are critical to the meaning of the story. Once again, this strategy helps the children understand what is being read in the book. To introduce new words, the adult must first pre-read the story and determine if the child knows the words, based on his or her background knowledge and language skills. Once new words are determined from pre-reading the book, the adult should define the new word(s) and briefly talk about similar words or experiences before reading the story to the child. The new vocabulary word(s) may be written on a card or large chart paper to heighten the child's awareness of the printed word. (Pictures could be shown, too.)

Connect the story to real-life experiences. Most everything in life has more meaning to us if we can connect the event to a personal life experience. The adult helps the child to make this link by providing the opportunity to share his or her experience. The adult may want to first model a personal experience or example, or ask the child to think of a real-life experience that they or someone they knew may have had.

Give children a reason to listen. Adults or children are more interested and willing to participate in activities and events if a reason is provided for the action. Increasing a child's interest in a book is easily sparked giving a child a reason to listen. One method that may be used is to ask a probing question such as, "I wonder what will happen if…?" Adults may suggest events or characters to look and listen for while the story is being read. Children will remain interested in the story if given a reason to listen.

Strategies to use DURING reading books

As story readers, adults need to maintain the child's attention to enhance his or her learning specific vocabulary, concepts, or relationships within the story (Strong and North, 1996). Parents and teachers often naturally employ a variety of strategies, such as facial expressions, dramatic gestures, and a variety of high and low voices

Strategies to . . .

Create Interactions with Books

to signal certain meanings, to help children understand stories while reading books. In addition, parents and teachers may use the following strategies to develop language and story knowledge during reading of a book.

Point to pictures and words. Periodically pointing to important pictures and words helps to emphasize main ideas while reading the story. This assists children in focusing on vocabulary words, concentrating on the connection between the written and spoken words, and linking the illustrations to the text. Also, directing the child to point to the picture or word will encourage the child to actively participate in the reading of the story. It is not necessary to point to pictures or words on every page since other strategies will also be used during reading of the story.

Make predictions. Predicting what will happen in a story is another way a parent or teacher can monitor the child's understanding and engage the child in interaction while reading. Usually, the parent or teacher routinely turns the pages in the story being read — but, pausing before turning the page or pausing before reading the words provides an opportunity to ask the child to predict what will happen. Another suggestion to engage the child in making predictions is to begin reading the sentence, stop mid-sentence, and let the child finish the sentence with a prediction.

Ask questions. Asking children questions while reading a story helps children gain meaning of words and understanding of book language (Norris, 1991). While it is true that asking too many questions can overwhelm, some questions provide an easy method to check for story comprehension. Three different types of questions can be asked: 'yes/no,' 'wh--,' or 'open-ended.'

- Yes/no questions usually begin with words such as *is/are, do/does,* or *can/will/would/should*
- 'Wh--' questions begin with the words *who, what, where,* or *when*
- Open-ended questions usually begin with the words *why, how,* or *what will happen if…*

The adult primarily needs to ask questions to point out *important* information in the story and to help children make inferences about the story events. For example, asking for insignificant information about the colors of objects or things may be more distracting than helpful. Examples of possible questions to engage the children may include, "What do you think will happen next in the story?" or "What would you do if that happened to you?"

Answer children's questions. Sometimes children ask questions as a book is read aloud. Answering children's questions about a story helps them get the most out of the story-reading experience (Schickedanz, 1999). The questions asked by children give adults the opportunity to immediately clarify a word or concept and enhance story comprehension. However, questions can be distracting and cause children to lose interest in the story. Depending on whether an adult is reading to one child or several children, the adult can answer the child's question briefly or

save the question-and-answer for the end of the story. Recovering the story place is simple enough by re-reading the previous line before the question and continuing on with the text. Also, after the story is completed, ample time is available to expand the answer to the child's question.

For very young children or children who have had very limited experiences with books, adults may need to modify their reading of storybooks. Sometimes adults change the wording of a story or explain what a word means as the story is read. The following are additional strategies for adults to use during the reading of a book.

Follow up on children's comments. Add explanations of children's comments or expand the child's comment using another word that means the same.

Demonstrate new words. A brief demonstration of new words allows children to explore the meaning of the words using real experiences and objects. For example, in *Big Bird's Copycat Day,* pick a child and demonstrate the meaning of "copy" or "copycat."

Read words as they sound. For example, in *The Very Hungry Caterpillar,* read the word 'pop' with a popping sound, and in *Corduroy,* read the word 'crash' with a loud crashing sound.

Show children real objects that carry meaning. For example, as the adult reads the book *Charlie Needs a New Cloak,* show children a cloak, berries to dye cloth, and a piece of red wool to touch and see. While reading *Corduroy,* children may look at a piece of green corduroy and feel the ridges in the cloth.

Strategies to use AFTER reading books

After a story has been read, activities need to be completed with the child to review his or her understanding of words, concepts, or new information. Extending the child's learning beyond the story helps reinforce concepts introduced during reading (Strong and North, 1996). Many strategies can be used after the story presentation to expand the child's comprehension. Three strategies will be specifically reviewed to focus on language interactions and story content: guided story questions, sentence completion, and sharing a favorite part of the story. Other strategies, such as using art activities or writing journals, may be used, too, but these types of activities will be reviewed in other materials.

Strategies to . . .

Create Interactions with Books

Ask a series of guided questions. After the story has been read, parents or teachers can guide the child through a process of understanding the story from the beginning, middle, and end by asking questions for the child to recall facts and information. The adult can ask questions about important main ideas of the story or thinking questions with answers needing information synthesized from different ideas in the book (Raphael, 1984, 1986). Asking questions about the main idea would include naming the characters, the time or place of the story, the character's problem at the beginning of the story, or the character's attempt to solve the problem. Asking questions to synthesize information from the story would include describing why the character was successful in solving the problem, why the character had the problem in the first place, or what the character could have done differently to not have a problem.

Use sentence completion activities. Children with skillful language can anticipate and predict the words needed to complete a sentence. This is an important skill for later reading success. Practicing sentence completion tasks in playful after-reading activities is a fun way to encourage this language development. The parent or adult may rely on the book or use memory to guide sentence completion. Using the book, the adult would select various sentences throughout the book, read part of the sentence not saying the last word, and the child would complete the sentences. Using memory, the adult would recall main ideas from the story, say the first part of a sentence, and the child would complete the sentence. If the child cannot remember the word to complete a sentence, the following clues may be given:

- Give the child a choice of two options or words to complete the sentence
  (Was it morning or night?)
- Say the first sound of the word
  (It was nnn…[night])
- Describe the word
  (One of the animals was something that says 'meow.' It is a baby cat and rhymes with mitten. It was a ____?)

Relate to child's environment. It is important to talk with the child about the connections between the experiences in the book and the child's daily life. Stories have been found to give meaning to a child as they make connections between the events in stories and the child's real world (Wells, 1986). Children should be encouraged to share their interpretations of the book as it relates to their real-life experiences. This will help a child make sense of the book. For example, after reading the storybook *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (Viorst, 1976), a child may want to talk about times s/he felt the same way as the character in the story. When children share their thoughts about a story read aloud during a group activity, each child has a chance to confirm, extend, and refine

their understanding of the story based on other's interpretations (Golden, Meiners, Lewis, 1992). Asking children to share their thoughts about a book helps the adult check the child's understanding. Also, it guides the child to purposefully reflect on the parts of the story s/he remembers.

It is important to remember that these strategies can be used with children in large groups, small groups, or individually at home or in early childhood settings. Storybook reading becomes an interactive sharing between parent or teacher and children, not just a passive listening experience. Teachers and parents intersperse opportunities for discussion as they share stories with children. The interaction between the adult and child is critical.

Leading children through *before, during,* and *after* story activities may produce a few too many interactions or interruptions from some children. It is important to remember that the first time a book is read, there may be many more interactions than when it has been reread several times. Keep in mind — stories need to be read over and over many times. Children need to hear a story repeated many times before they gain a complete understanding. The more exposure children have to many narratives or the same narratives, the more they understand how stories are organized. Comprehension becomes easier because the child's sense of story organization improves with repeated readings of the same story (Schickedanz, 1999).

Teaching New Words

When Reading to Children

WHEN YOU TEACH A NEW WORD:

Define a new word and explain how it is used in the story

"In the story, the children play with Patrick and Sam who are tortoises. Another word for tortise is turtle. A *tortoise,* or *turtle,* has four legs and a brown or green shell. The shell is very hard."

"In the story, Lisa is reluctant to leave the Laundromat without Corduroy. *Reluctant* means you are not sure you want to do something."

"In the story, Mrs. Mallard will find a place she likes and Mr. Mallard will be delighted. *Delighted* means happy.

Depending on the age of the children, their background knowledge, and the work you are teaching, you may want to do more. After defining the word and explaining how it fits in the story context, you could say, "What makes you *delighted?"*

If that is too difficult, you could say, "What makes you *delighted?* Ice cream or a thunderstorm?"

Demonstrate what the word means

With people, places or things:

Balloon: Show a *balloon* and say, "This is a *balloon."*
Smooth: Show a *smooth* rock and say, "This rock is *smooth.* Feel this *smooth* rock."

With action words: Act out the word; then have children act it out.

Delighted: "This is what I look like when I am *delighted."*
Under: I am putting my hand *under* my chair. Put your hand *under* your chair."
Guess: Hold a coin in one of your hands and ask the child to *guess* which hand it is in. Say, "You don't know which hand has the coin, but can you *guess?"*

You can also show a video clip where the word is illustrated: Clifford *running.*

Teaching New Words

When Reading to Children

Repeat the new word often

The first few times you repeat the new word, you may want to do so slowly and dramatically to call attention to it.

Make this into a game: "Every time you hear me use the word *reluctant,* raise your hand.

Encourage children to say the new word often

"Say the word *delighted* with me."

"Someone might be *reluctant* to eat a food they never had before, or might be *reluctant* to ride a roller coaster because it looks scary. Think about something you would be *reluctant* to do. Start your sentence with, "I would be *reluctant* to_____ ."

After each child responds, call on another child to explain the response. For example, if a child says, "I would be *reluctant* to eat _____," ask another child, "What does it mean that Brett is *reluctant* to eat ___?"

Use the new word often throughout the day, during activities, play time, transitions

After you read the book:

Balloon: Blow up a *balloon* and bat it around.

Delighted: Make a picture of someone looking *delighted* or cut pictures of people from magazines who look *delighted.*

Smooth: Let the children pick up *smooth* rocks as they go on a walk. You might also demonstrate *smooth* by cutting up a piece of fruit that has a *smooth* surface (apple) and sharing it as a snack.

Adapted from: *Every Child Reads: Birth to Kindergarten Training Curriculum, Parent Follow-up Module (Reading).* Des Moines, IA: Iowa Department of Education, April 2001.

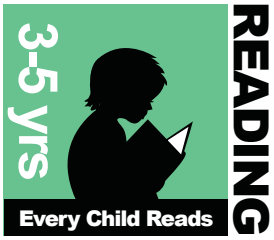
Resources: Beck, Isabel (1998). Understanding beginning reading: A journey through teaching and research, pp. 11-31, in Osborn, J. and Lehr.F. (Eds), *Literacy for all: Issues in teaching and learning.*

Teaching New Words

When Reading to Children

WORKSHEET

Action/Question	Your Response
Define and explain how the new word is used in the story.	
How will you demonstrate what the word means?	
What will you do to repeat the new word often?	
How will you encourage the children to say the new word often?	



Practice/Reflection Log

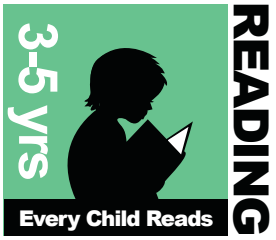
Practice: Homework: BEFORE, DURING, and AFTER Reading Strategies

Name _____ **Trainer** _____

Observation date _____ **Date Due** _____

Use this form with your peer partner to plan a lesson using before, during, and after reading strategies. Please plan one lesson for each peer partner that can be used with children. Next, practice (teach) the lesson. Your partner will observe you using this planned lesson with your children. Last, use the final page of the form to reflect what you learned from practicing the lesson.

BEFORE reading book strategies	**BOOK TITLE:** _____
Introduce the story title, author, and illustrator	**I will say...**
Predict what the story is about	**I will say...**
Preview the story	**I will say...**
Introduce vocabulary words • Explain new word • Say new word frequently • Encourage children to say the new word • Demonstrate using real objects • Integrate new word into the environment	**I will say...**
Connect the story to real-life experiences	**I will say...**
Give children a reason to listen	**I will say...**

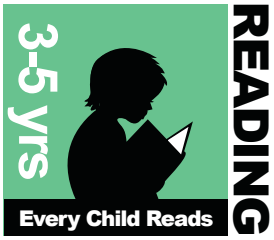


Practice/Reflection Log

Practice: Homework: BEFORE, DURING, and AFTER Reading Strategies

DURING reading book strategies	**BOOK TITLE: _____**
Point to pictures that are important to the meaning of the story	**I will...**
Make predictions (What do you think will happen?)	**I will...**
Ask questions that are important to understanding the story	**I will...**
Answer children's questions	**I will...**

AFTER reading book strategies	**BOOK TITLE: _____**
Guided questions	**I will say...**
Sentence completion	**I will say...**
Relate to child's environment	**I will say...**



Practice/Reflection Log

Reflection: What I Learned Homework: BEFORE, DURING, and AFTER Reading Strategies

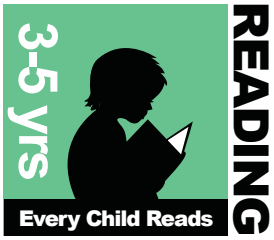
Complete this form after you have practiced or taught your planned lesson.

What were the children's responses to the strategies?

What will I do differently the next time I use the strategies?

What worked well that I want to remember the next time I use the strategies?

Questions I would like answered about the strategies:



Practice/Reflection Log

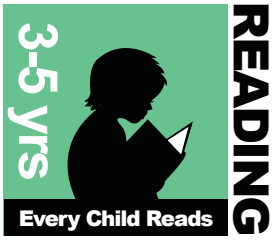
Practice Example: Homework: BEFORE, DURING, and AFTER Reading Strategies

Name Mary Doe **Trainer** Janet Trane

Observation date 08/16/06 **Date Due** 08/24/06

Use this form with your peer partner to plan a lesson using before, during, and after reading strategies. Please plan one lesson for each peer partner that can be used with children. Next, practice (teach) the lesson. Your partner will observe you using this planned lesson with your children. Last, use the final page of the form to reflect what you learned from practicing the lesson.

BEFORE reading book strategies	**BOOK EXAMPLE: *Goodnight Moon***
Introduce the story title, author, and illustrator	**I will say...** "The name of this book is *Goodnight Moon.* The author, the person who wrote the book, is Margaret Wise Brown. The title or name of the book is very important because it tells us what the book is about. Listen: *Goodnight Moon.* The illustrator is Clement Hurd. Illustrators draw the pictures in the book."
Predict what the story is about	**I will say...** "Who can tell me what they think the story is about? To me, it looks like a story about night-time because I see the moon and stars."
Preview the story	**I will say...** "This is the story about a little bunny. He says goodnight to things in his room before going to sleep. I wonder what he will say goodnight to in the story?"
Introduce vocabulary words • Explain new word • Say new word frequently • Encourage children to say the new word • Demonstrate using real objects • Integrate new word into the environment	**I will say...** "Some of the things he says goodnight to may be new words for you. Let's talk about them. He says 'Goodnight mush.' Mush—that is a hot cereal like oatmeal. How many of you have ever eaten oatmeal? Here is a picture of the bowl of mush." (Point to the bowl of mush in the book.)
Connect the story to real-life experiences	**I will say...** "The little bunny says goodnight to many things. Do you say goodnight to people or things? Tell me who you say goodnight to at bedtime."
Give children a reason to listen	**I will say...** "Now, I am going to read the story. Listen to all the things the bunny says goodnight to in the story. After we read the story, we will try to remember and write them down."



Practice/Reflection Log

Practice Example: Homework: BEFORE, DURING, and AFTER Reading Strategies

DURING reading book strategies	**BOOK EXAMPLE: *Goodnight Moon***
Point to pictures that are important to the meaning of the story	**I will...** "And there were three little bears sitting on chairs." *(Point to all three bears to signify counting of one, two, three bears; point to picture of mush.)*
Make predictions (What do you think will happen?)	**I will...** "Guess what the bunny will say goodnight to on this page?" or "How would the bunny say goodnight in the story?"
Ask questions that are important to understanding the story	**I will...** "Where is the bunny in the great green room?" or *(Last pages)* "Do you think the bunny will go to sleep now?" or "How do you know?"
Answer children's questions	**I will...** *Child may ask:* "What does mush taste like?" *Adult may answer with peer assistance:* "John, help us out. What did we say mush tastes like?"

AFTER reading book strategies	**BOOK EXAMPLE: *Goodnight Moon***
Guided questions	**I will say...** • We just finished reading a story. What was the name of the story? • Who was the most important character in this story? • When did this story take place — at night, morning, or afternoon? • Just before going to bed, the bunny said goodnight to many things in his room. Let's see how many things we can remember. You tell me and I will write them down. • The bunny said goodnight to a lot of different things in his room. Why did he say goodnight to so many things?
Sentence completion	**I will say...** • *Goodnight Moon* was a story about a bunny who said _____. • There was a cow jumping over the _____. • And there were three little bears sitting on _____. • And a quiet old lady whispering _____.
Relate to child's environment	**I will say...** Who do you say goodnight to before you go to bed?

Practice/Reflection Log

Reflection Example: Homework: BEFORE, DURING, and AFTER Reading Strategies

Complete this form after you have practiced or taught your planned lesson.

What were the children's responses to the strategies?

BEFORE: They like telling who they said goodnight to. Two kids didn't know what oatmeal was, when I used that word to describe mush.
DURING: They liked predicting what would happen next. They answered my questions.
AFTER: They did great with sentence completion.

What will I do differently the next time I use the strategies?

BEFORE: Need to be more careful about the words I choose to explain a new word (oatmeal/mush).
DURING: I need to ask more open-ended questions.
AFTER: The number of after reading activities we did was too much for the younger kids. Next time, I will use fewer guided questions.

What worked well that I want to remember the next time I use the strategies?

BEFORE: Remember to connect story to real-life experiences.
DURING: Do predictions. Asking questions helps me make sure they understand and keeps them more involved.
AFTER: Use sentence completion only with books they are familiar with or with predictable books.

Questions I would like answered about the strategies:

Are some strategies better to use with certain kinds of books? For example, do some work better with predictable books rather than ABC books?

How do you keep some kids from answering all the questions?

Peer Practice Observation Notes

Name _____ **Trainer** _____

Observation date _____ **Date Due** _____

After planning a peer partner's lesson, use this form to observe the partner. Your role is to learn from your partner, not to evaluate. Strategy (ies) for children to interact with books include:

BEFORE	DURING	AFTER
_ Read title, author, illustrator _ Child prediction of story _ Preview the story _ Introduce vocabulary _ Connect to real-life experience _ Reason to listen	_ Point to pictures _ Children make predictions _ Ask questions _ Answer children's questions	_ Ask guided story questions _ Sentence completion _ Relate to child's environment or experiences

To learn as you watch your partner, write:

Comments that will help you remember what you want to do when using the strategy.	*Child Responses:* What did the children say/do during the lesson? How did they respond to the strategies?	*Questions* you want to ask your partner during the next planning session that will help you learn how to use the strategy (ies) better.

Possible Questions to Ask

During a Peer Practice Planning Session

You are the *learner* when you are observing your partner. Ask questions that will help you learn so you can use the strategy more effectively.

As a learner, I would like to know:

1. Which strategies seemed to work best with the children? Why?
2. Which strategies did not work with the children? Why?
3. How would you have used the strategy differently?
4. What are some of the things you are learning from this activity?
5. What surprised you when you used this strategy with the children?
6. What suggestions do you have for me when I try this?
7. What were some of your reasons for making that choice or decision?
8. What are you seeing that tells you that you are getting the results you wanted?
9. Which strategy was the most difficult to use? Why? What would you do next time to make it easier to use?
10. Which strategy was the easiest to use?
11. Where did you get the idea to _____?
12. How has (strategy) helped you prepare for _____ differently than before?
13. How did the children respond to the strategies?

3-5 yrs READING
Every Child Reads

Suggestions for . . .

Handling Interruptions During Reading

Adults need to encourage comments, questions, and conversation during a story to help children gain meaning. But too many interruptions can interfere with the flow of the story. Interruptions may be handled in the following ways:

Comment on the child's statement

If the child says, "I saw a giraffe at my Grandma's zoo." The adult could respond, "You did? I think your giraffe probably had spots just like the one in our story." The child makes his statement and personalizes the story. The adult's comment brings in new information (on spots) and ends the interruption.

Ask a question about the child's statement

The child may say, "That looks like a horse." The adult might answer, "That's right, but the zebra is a little different. Who can tell me how the zebra is different from a horse." You allow the child's comment, bring in new information (comparing zebra to horse) to involve more children, and ask a question for the whole group.

Answer a child's question about the story

Child: "How did they get the tiger in that cage?" Adult says, "Good question. Who thinks they might know how the zoo keepers got the tiger in that cage?" Adult has positively reinforced the child's question, given children a chance to form new ideas, and encouraged a discussion.

End unrelated comments

Child: "I went to the store with my mom last night." Adult: "I'm glad you got to do that. We'll talk about the store later, John. Right now we are reading about the zoo." The adult has responded to the child in a positive way but leads the attention back to the zoo story.

Continue the story after too many questions or comments

Adult says, "You are really interested in this story. We need to go on or we won't be able to finish it. You will have time to learn more later. We will read this story many times."